

# The **SCHOOL AND COMMUNITY**

PUBLISHED MONTHLY BY THE MISSOURI STATE TEACHERS ASSOCIATION

VOL. VIII.

FEBRUARY

NO. 2

## Blight

The flower that feels upon it  
The frost where the dew has been  
Has a chill in its heart forever  
And is never the same again.

The page, when its ivory whiteness  
Has been marred by the stroke of a pen  
With a stain that will cling forever,  
Can ne'er be the same again.

And a soul, though as pure as the starlight,  
If dimmed by the shadow of sin,  
May forfeit its lustre forever  
And be never the same again.

—Roy Ivan Johnson, in "The Fourth Watch"



# THE SCHOOL AND COMMUNITY

Official Organ of Missouri State Teachers' Association

Successor to

## THE BULLETIN

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. VIII

FEBRUARY, 1922

NO. 2

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Change of Address—If you have your address changed give old as well as new address.

## General Officers and Committees, Missouri State Teachers' Association, 1921-22.

Next Meeting, Kansas City, Nov. 15-18, 1922

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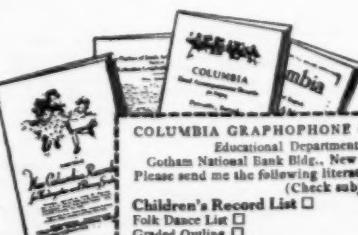
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**A**NYTHING that we might tell you of Compton's Pictured Encyclopedia would be inadequate. Only when you have turned the pages and have seen for yourself can you appreciate the importance to the Educational World of this New Work. Therefore, the only aim of this contest is to put the New Work into your hands for a personal inspection.

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**W. M. C. BAGLEY**, Professor of Education, Teacher's College, Columbia University.

**MARION L. BURTON**, President of the University of Michigan, Ann Arbor, Michigan.

**H. B. WILSON**, Superintendent of City Schools, Berkeley, Calif.

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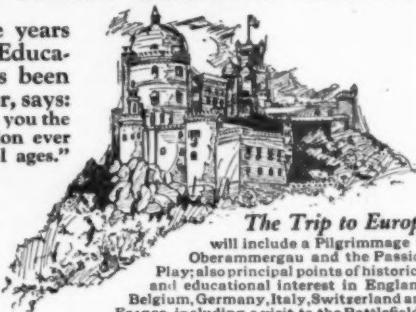
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## EDITORIAL

THE POEM on the cover page, from the pen of Roy Ivan Johnson who is well known to the teachers of Missouri, especially to those of Kansas City, where he taught for several years and where as president of the Teachers' Co-operative Council he rendered valuable service in their successful campaign for "Blight" better salaries, is a little lyric

of rare beauty and significance to the teacher. We do not know whether the author drew upon his experiences with childhood for the sentiment of the poem or whether he projected its imagery and meaning upon the child life, but we feel that it may well be taken as an epitomization of some very fundamental truths that apply to the child and the attitudes of the teacher toward the child. Are we, as teachers, as careful as we should be to see that the flower heart does not feel upon it the frost of our sarcasm, the chill of our indifference, the shiver of our unkindness; that the ivory white page of its life is not marred with the blots of our carelessness or stained with the scrawls of our clumsy dullness? Do we realize as fully as we should our responsibility in providing those wholesome forms of play and exercise, those stimuli to right actions, and those precepts and examples of good conduct that will keep the souls committed to our care as pure as the starlight?

"Blight" is selected from a volume of poems of rare charm and poetic conception and is used by the kind permission of the author.

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THE INCREASED interest in library work, and a fuller appreciation of its value

as an educational factor are among the distinctive features of modern education. Educators all over the country are giving more time and attention to this phase of school work. During the last year at many of the educational meetings, the problems of school libraries, and the need of training the pupils in the use of books, have been discussed.

The Library Department of the N. E. A. at its meeting in Des Moines, July, 1921, passed a set of resolutions in regard to libraries in education

### School Libraries

that was especially well conceived. It called for full library service in every school in the U. S. and for the development of a public library service that will reach every element in the population—rural as well as urban. It declares further that "the school system that does not make liberal provision for training in the use of libraries fails to do its full duty in the way of revealing to all future citizens the opportunity to know and use the resources of the public library as a means of education." This report was universally approved and unanimously accepted by the N. E. A. as a whole. The A. L. A. and many smaller educational associations throughout the country have adopted it.

In line with this recommendation, the Library section of the Mo. State Teachers Association, at its meeting in St. Louis, November 3, passed a resolution asking the State Dept. of Education to provide a special inspector and organizer of school libraries. This movement meets the approval of our State Supt. of Schools, who assured the committee that at the next meeting of the General Assembly he would

take the matter up with the Legislature and ask for an additional appropriation for this inspector. This will be necessary since his Department is run on the budget plan.

It is evident then, that what is needed is an aggressive campaign for better school libraries, that the Legislators may realize the need and value of a special school library supervisor—one who can do for the state of Missouri such work as has been done in other states by similar supervisors. There is no doubt if such an inspector were provided, that all the schools would be materially benefitted, for even granted they now spend a specified sum of money each year for books, it is one thing to secure adequate reference books and quite another to develop an effective technique for their use. The latter is a big problem and the success of the school library depends not so much upon the material equipment, as upon its method of organization and administration.

When all schools have libraries properly administered, educational work will become more effective in producing strength and individuality of character. Let us who are so deeply interested in school libraries, work to this end.

SADIE T. KENT.

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THE CHILlicothe Public Schools have more boys enrolled and the daily attendance is better than ever before. There is a potent reason for this. The Rotary Club of Chillicothe under the able leadership of President W. G. Keith, has taken up the boy problem.

In August the Rotary Club asked for a list of the boys in the Chillicothe School

**Rotary Clubs and The Boy Problem** District and a list of last year's non-resident male pupils.

This list was divided among the thirty-five Rotary members and each member was responsible for seeing that every boy on his list was in school

September 5. Jobs were gotten for boys who were financially unable to come to school and money in a few instances was furnished until a boy could make enough to keep himself in school.

Some of the other things the Club has done in the interest of the boys and the schools are:

It gave a weiner roast for five hundred boys of the city.

It backed the boy scout organization of the city both financially and morally.

It entertained forty-three teachers of our public schools and twelve members of the Board of Education and their wives.

It financed a great Christmas tree treat for the boys and girls of the city on Christmas evening.

It has given enthusiastic support to all High School athletics and other school activities.

It has conducted a school census of boys between the age of six and eighteen.

It entertained the High School football team at its regular noon-day luncheon.

It set aside a special day known as father and son day.

It has given home instruction to crippled children who were unable to attend school.

Recently there has been a Kiwanis Club organized in Chillicothe and this Club has pledged itself to aid the school in every way possible.

Through the co-operation of these two organizations with the Superintendent, Principals and Teachers, there should be little difficulty in solving the various community school problems.

JAS. R. KERR.

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IN THE STUDY OF CITIZENSHIP the opportunity offered by the tax receipt should not be overlooked. The attention of the masses seem to be centered on the subject of taxes. The question is a vital one and should be understood by every citizen. That taxes are unusually high

cannot be questioned, and the explanation of the excessive amounts should not be left entirely to political demagogues who hope to profit by the fact and who base their hopes on their ability to place the blame on a particular group whether it belongs there or not. Classes in Government, Economics, Citizenship and Sociology may well spend considerable time studying the tax receipts

**Tax Receipts in the Study of Civics** of the community. This study will be best if based on actual tax receipts,

but if this is not practical

the forms may be copied, the various rates ascertained and taxes computed on assumed valuations. This will show to the student the amount of taxes paid to various purposes and enable them to ascertain what authority levied the tax. Unfortunately tax receipts do not always give the information one might like to have. A letter to the proper county official will bring this information and give the class writing the letter a sort of personal contact that will add interest and reality.

The face of a tax receipt that the writer has before him shows the following facts: Total taxes paid to the county collector, \$62.70. Of this amount \$37.95 went to the local schools and is based on a levy that the citizen voted and which the school board had a right to reduce if they saw that it was producing more money than was needed. The county government received \$21.45 cents and the levy that produced this amount was laid by the county court and the money will be spent for the salaries of county officers, for roads and bridges and to pay for the building of a new hospital for which the citizen voted. The remaining \$3.30 will go to the State government. A portion of this will be used to pay for the new capitol building, for which the citizen voted; a part will be set aside to pay pensions to the blind, the citizen also voted for this, at

least one-third of the remainder will go into a state school fund to be distributed next August to the various public schools of the State, and the remainder will go to pay the salaries of state officers and to support the State institutions.

Norman H. Hall, Secretary of the National Week of Song Organization, announces the week for 1922 as that of February 19 to 25, the week of Washington's birthday. This will be the 7th annual observance of the National

**The National Week of Song** and arrangements are being made by the song-leaders and the committees all over the country to make this week the greatest. The event is one of great importance to all who love music and especially to all who love singing. It is the one time of the year when the entire nation is invited to join in a musical program, and each year since its inception, it has been participated in by millions of our people.

The movement has the indorsement of the leaders of the National Music Supervisors' Conference and of many local musical organizations. Former United States Commissioner, P. P. Claxton, and nearly every state superintendent of schools have given it their indorsement.

This week furnishes an opportunity to the teacher who has any appreciation of the value of music to enlist the co-operation and sympathy of her community. It may be used as the point of rest for a lever on which the entire community may be lifted to a higher plane of music appreciation. There is perhaps no single subject in the schools of Missouri that needs more the impetus that such a week would give it than does music. The value of music in selling the schools to the public, in keeping up the morale of the student body, and in inspiring respect and co-

operation for teachers is in itself enough to justify more attention being given it, but its value in life entitles it to the greatest consideration. Considered from the standpoint of utility, it will perhaps stand above any other subject in the course. Teachers should interest themselves in this National Week of Music immediately. By addressing a letter to Norman H. Hall, 430 South Wabash Avenue, Chicago, Ill., you may receive a detailed history of the movement and valuable suggestions for the observance of the week.

The National Council of Primary Education is waging a campaign for better work and better working conditions in primary schools. Its leaders are working to drive out stiff mechanical methods and establish instead more natural conditions and practices. In order to make clear

**What is a Day's Work?** a committee under the leadership of Miss Annie

E. Moore of Teachers College, made a study of the daily practice in a number of different types of schools. A report has been published which gives a detailed account of the day's work in some schools using very mechanical methods and in some of very free type. These reports show the extremes of a school in which first grade children sit with hands behind the back and do nothing and are expected to "pay attention" about one-third of the time getting only very formal instruction at any time, and others in which happy natural activities

are in progress and children really live and grow.

The reports are very illuminating and form a sort of scale by which any school may be evaluated. They are being used as references in a number of teacher-training institutions and by special study groups. Already they are arousing interest in better equipment as well as better methods. Movable furniture, more games and plays, more construction with various tools and materials are replacing stiff rows of fixed seats and methods which tend to make the children like the seats.

The Council is now extending its study to the content of the term's work and it is probable that the differences in attainment for the first year are as great as the differences in a day's program. This study is being carried on in co-operation with the Bureau of Education.

**THE COMMITTEE ON PRACTICAL CITIZENSHIP** appointed by the State Teachers Association is one committee that is functioning. Through its chairman, Dr. J. J. Oppenheimer material is being gathered for a very careful study of the status of that subject in Missouri. The chairman is asking the co-operation of all teachers of social subjects and has sent out a questionnaire asking for certain information. If you have received one of these and have not returned it, do so as soon as possible. If the questionnaire has been lost or you have failed to receive it, write the chairman, J. J. Oppenheimer, Stephens College, Columbia, Mo., and he will gladly send you another.

## School Administration Meeting at Columbia, Mo.

The regular annual School Administration, or Superintendents' meeting, will be held in Columbia, Missouri, February 9. The meeting will be in session one day only. An excellent program has been arranged. The meeting will be both infor-

mational, and inspirational. Every school administrator who attends the meeting will return home a stronger school administrator.

Two very strong fundamental subjects will be discussed; namely, "School Finan-

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ces" and "Supervision." The evening session will be an inspirational meeting. Besides the regular program, which no school administrator can afford to miss, the Commercial Club of Columbia is preparing some special entertainment. On Thursday evening at 6 p. m. the Commercial Club will give a big free banquet to all school administrators attending the meetings. The evening session will be held in connection with this banquet. The club has also arranged for an automobile ride at 4 p. m. This will give all visitors an opportunity to see Columbia and all of the University Buildings.

Arrangements are being made for a special train out of Columbia at the close of the evening session so each one may be able to remain for the banquet and the evening program. Hotel reservations may be made, if desired, at the Boone Tavern or the Columbia Hotel.

The program for the meeting follows:

#### ANNUAL SCHOOL ADMINISTRATION MEETING

COLUMBIA, MISSOURI,

THURSDAY, FEBRUARY 9, 1922.

AUDITORIUM OF Y. M. C. A. BUILDING

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Thursday—9:00 A. M.

"School Finances"

1. How Secure Sufficient Funds to Adequately Maintain our Public Schools, Dean C. A. Phillips, Teachers College, Warrensburg, Mo.

2. How Provide Adequate State Aid and How Distribute It, Hon. S. A. Baker, State Supt. of Public Schools.

3. Federal Aid for Public Schools, Pres. Uel

W. Lamkin, Teachers College, Maryville, Mo.

4. Preparation of a School Budget, Supt. Wm. P. Harris, Joplin, Mo.
5. How Provide Funds for Vocational, Health, and Recreational Activities, Supt. T. R. Luckett, Sedalia, Mo.
6. General Discussion, Supt. J. L. Campbell, Liberty, Mo.; Supt. W. I. Oliver, Columbia, Mo.

11:20 Address, Pres. Clyde M. Hill, Teachers College, Springfield, Mo.

1:30 P. M.

"Supervision"

1. The Function of the Superintendent Relative to Supervision, Mr. T. J. Walker, Editor "School and Community," Columbia, Mo.
2. Supervision of Teaching in Rural Schools, Supt. Lizzie L. White, Nevada, Mo.; Supt. O. L. Cross, Macon, Mo.
3. My Method for Supervising Class Room Teaching, Supt. C. E. Chrane, Boonville, Mo.; Supt. W. C. Barnes, Carthage, Mo.
4. Value of Educational Tests and Measurements in the Supervision of Class Room Work, Dr. A. G. Capps, University of Missouri.
5. How I Improve My Teachers While In Service, Supt. Scott Smith, Excelsior Springs, Mo.; Supt. Chas. Bank, Kirksville, Mo.

General Discussion, Mrs. Myrtle Threlkeld, County Supt. of Shelby County; Supt. L. B. Hawthorne, Mexico, Mo.

4:00 p. m. Automobile ride given by Columbia Commercial Club.

6:00 P. M.

Banquet at Banquet Hall in Boone Tavern. (This banquet will be given by the Columbia Commercial Club for the special entertainment of the Superintendents.)

Banquet Program—Inspirational Meeting  
Toastmaster—Mr. Bob Hill, Pres. Commercial Club.

Address—Pres. J. C. Jones, University of Mo.  
Address—Supt. M. B. Vaughn, Montgomery City, Mo.

Address—Prof. S. E. Kruse, Teachers College, Cape Girardeau, Mo.

Address—Prin. Martha Letts, Sedalia, Mo.

Address—Prof. Byron Cosby, Teachers College, Kirksville, Mo.

Address—Dean J. H. Coursault, Dean of Education, University of Missouri.

Music by Orchestra.

## A Half Century of Service

IT IS not the lot of many to serve the public schools of a State for a period of fifty years. It is the lot of fewer to have that service recognized by such numerous and sincere tokens of appreciation and esteem as have recently been tendered to Assistant Superintendent Carl G. Rathman of St. Louis.

Born in Flensburg, in the northern part of Germany, in 1853, Carl G. Rathmann received his education in the Gymnasium or Classical High School in his home town. After teaching a year in Germany he came to America in 1871. His first engagement as a teacher in this country was when he took charge of a rural school in St. Charles county. In 1872-73 he attended the University of Missouri and its Normal Department and then returned to St. Charles county to resume his work in the schools there. In 1875 he came to

St. Louis and was for four years teacher of German in the Carr Lane and Divoll Schools. From 1879 to 1889 he was teacher of French, German and Mathematics at a private school conducted by John Toensfeldt. Ten years later he opened a private school for boys in Kansas

City and remained in charge of it for six years. He then returned to St. Louis to become in 1895 Principal of the Gratiot School. Later he was principal of the Jackson, Fremont and Garfield Schools. In 1903 he was appointed Assistant Superintendent which position he now holds. During the World's Fair Mr. Rathmann

had charge of the School Exhibit in the Educational Building. The nucleus of this exhibit was used in founding the St. Louis Educational Museum which, under his general supervision, has now grown to extended proportions. He has been instrumental in the establishment and development of Bellefontaine Farms where is located a public school for delinquent and neglected boys, and has for many years been a member of the Board of Children's Guardians.

At a regular meeting of the Board of Education, held on Tues-

day, December 13, 1921, Hon. Henry A. Roskopp, a member, introduced the following resolution which was unanimously adopted:

"With interest and pleasure it was learned this fall that one of our most vigorously active school officials, our Senior Assistant Superintendent, was being feted by groups



of friends and former pupils in recognition of the completion of a half century of service as a school teacher. It is a privilege granted to few people, indeed to look back from a peak in an active career, upon fifty years of fruitful service, and to look forward at the same time to continued opportunity to render undiminished service.

"In a career, begun as a boy school teacher in a rural school; followed by private school teaching in all grades including the high schools; by administrative experience in Kansas City; and by more than a quarter of a century of work in the St. Louis Schools, where he now holds the honored position of Senior Assistant Superintendent, Mr. Rathmann has enjoyed this peculiar privilege.

"Be it Resolved, Therefore, that in extending congratulations to Mr. Rathmann on this happy anniversary, the Board of Education hereby expresses its recognition of his services to St. Louis; in particular, his influence upon his fellow teachers; his conception and organization of the unique institution now functioning as the St. Louis Public School Museum; his special and successful efforts in behalf of the socially delinquent children, which have resulted in the establishment of such schools as the Bellefontaine Farm School and Special Boys' Classes; in short, that the Board of Education appreciates the fact that for more than a quarter of a century the schools of St. Louis have been profiting by his mature experience accumulated in other fields and enriched by each year of service rendered here to a fullness meriting the many evidences of good will and appreciation that have been expressed.

"Be it Further Resolved, that a copy of this resolution be entered upon the proceedings of the Board and that an engrossed copy thereof be delivered to Mr. Rathmann."

Miss Jennie C. Taylor reports beautifully the kindergartner's party given in Supt. Rathman's honor:

"Every day brings a ship,  
Every ship brings a word;  
Well for those who have no fear.  
Looking seaward well assured  
That the word the vessel brings  
Is the word they wish to hear."

"St. Louis Kindergartners gave a party and to the party came our Superintendent, Assistant Superintendents, supervisors, principals and friends. It was a golden day and the mezzanine parlor of Hotel Statler, radiant with autumnal foliage and flowers, reflected the wealth of beauty this season brings; it was a golden anniversary and as Mr. Carl G. Rathmann looked seaward on that day, he could have no fear of the vessel bringing any other word than the word he wished to hear. From his co-workers he heard the word of appreciation, of love, of gratitude—the fruitage of fifty years of service to the childhood and youth of St. Louis as teacher, principal, superintendent, friend.

As a tangible expression of the regard and appreciation of the kindergartners, Miss McCulloch presented to Mr. Rathmann a gold pencil and a memory book in which had been written the greetings and good wishes of many friends.

There was music, there was poetry, there was good cheer and fellowship and then, having linked this day with the past through memories of worth-while achievements, we turned to link it to the future through hope. Together we pledged anew our faith, our loyalty, our support to Mr. Rathmann in this beginning of another fifty years of service to the welfare of childhood."

## Craftsmanship vs. Craftiness

Delivered before the M. S. T. A. Convention at St. Louis, Nov. 5, 1921

ELLA VICTORIA DOBBS

Coming on at the end of the last session of this week which has been a feast of fat things there seems little left for me to do except to pass the sugar for your demi-

tasse—and yet my topic which seemed a big one when I first began to think about it, seems still bigger now in the light of the week's discussions. We have been talk-

ing much about what to teach but after all the chief question is "What do they learn?" We need to remind ourselves that there "can be no teaching except there be learning any more than there can be buying except there be selling." If we could see behind surface appearances sometimes we might be greatly surprised to find flat failure where we had boasted of success—like the teacher who, on receiving a gift of a picture from her pupils congratulated herself on having developed in them a fine appreciation of classic art, only to discover later that to please her peculiar taste they had selected "the ugliest one we could find."

For the past seven years the National Council of Primary Education has been waging a campaign for the greater use of free activity as opposed to a passive attitude on the part of primary pupils. In the use of free activities the child tries to express his own ideal and he sees himself in his work. The results of his work are crude but they are honest. They are often clever but they are not polished. Just now the emphasis upon the project method is suggesting a similar plan, more broadly applied all thru the grades. It places emphasis upon self-direction, the development of resourcefulness, and a sense of responsibility. Here too the results are crude and often clever but also honest. Opponents of these ideals argue that the practice lowers standards and tends to foster satisfaction with poor work. Let us see. In a dictated process the standard is set by the teacher but is seldom appreciated or realized by the pupil. Not fully understanding what he is expected to do he works vaguely and often rebelliously. He tries to express the teacher's idea and asks "Will this do?" "Must I do it over" and all too often he develops a desire to "get by" with the least possible effort. In the case of free activities, he works toward a self-chosen purpose and has a per-

sonal desire for success. He does the best he can but is seldom satisfied with the results because he sees room for improvement. Let us contract the two situations.

In the free work the worker seeks to express his own ideas but is never quite satisfied because he sees his weakness and mistakes. He wants to try again and does his best each time. In the dictated procedure he is expected to express the teacher's idea, which he does not always grasp; he works vaguely and rebels against forced ideals; he resolves on comfortable standards when free to "do as I please;" he seeks to "get by" with as little effort as possible.

The chief business of the school is to teach citizenship. Only this purpose can justify the expenditure of public funds for this purpose. This thought has been driven home from many angles this week. As teachers we need

- to meet present needs,
- to look forward to future needs,
- to correct unhappy traits,
- to set high ideals.

Among the *unhappy traits* which distinguish us as a nation there stands out boldly our desire to *get something for nothing*. We pride ourselves on our Yankee ingenuity and we manufacture wooden nutmegs, tin silk, shoddy wool, false joints, until American workmanship is distrusted and we seek imported goods or hire foreign skill when we want something really fine.

It is only the same principle established in school days now applied in adult activities. Instead of the teacher's standard it is public opinion that must be met. It is sometimes met with, "How best may I serve" but all too often with, "How can I get by."

*Craftsmanship* is a matter of heart, mind and purpose. It presupposes honest pride in honest work and a growing skill and knowledge. *Craftiness* implies clever tricks, *getting by*.

My plea at the end of this inspiring week is that we may make such use of free activities as will provide abundant opportunity for free expression in order that pupils may find themselves thru their work and that teachers may really know their pupils thru the revelations of honest work-

manship. May we all teach *craftsmanship* and not cultivate *craftiness* and low ideals.

"In the elder days of Art  
Builders wrought with greatest care  
Each remote and unseen part—  
For the gods see everywhere."  
"Not failure, but low aim is crime."

## Monroe Superintendent Makes Age-Grade Census

Perhaps no other county superintendent in the State has in his office so much detailed information concerning the ages, grades, over-age, under-age, normal-age and general educational history of the pupils of his county as has Superintendent L. D. Ash of Monroe county, Missouri. This information he has secured and tabulated at a great deal of labor and its collection has been made possible through the complete co-operation of his teachers.

Among the information that Superintendent Ash has about each pupil are the following: His grade, his age, whether he is in the grade that a pupil of his age should be, or above or below that grade, the number of different teachers he has had since entering school, whether he gets encouragement in his school work at home, whether his parents have a good or poor school spirit, if they make an effort to get him to school in bad weather, if they co-operate with the teacher in matters of discipline, if the child seems to be strong physically, if he appears to be mentally able to do school work, if he has had measles, scarlet fever, whooping cough, mumps, small pox, chicken pox, and if he has been vaccinated. Much of this information was gathered after the age-grade census was made in order that the superintendent might study the causes of retardation and over-ageness as shown by the census.

In making the age-grade census the Mon-

roe County Superintendent has followed, in a general way, the standard plans for such surveys. He has had frequent conferences with authorities in school statistics, and has met his teachers often in order that they might the better understand the plan and spirit of the work.

With the following table which Mr. Ash has prepared, he submits these explanations:

Intervals of one-half year are used. The ages are taken as of September 1, 1921, i. e., the child's age is considered as the age he was on that date. "Six years of age" means that on the above date the child was between five years and nine months and six years and three months of age. "Six and one-half" means that he was between six years and three months and six years and nine months of age on that date.

Normal-age covers a period of three intervals, or one and a half years. For example, a child that enters the first grade at six, six and one-half, or seven years of age is considered to be of normal-age; and one who enters the eighth grade at thirteen, thirteen and one-half, or fourteen is of normal-age.

Over-age is attributed to a child that enters a given grade at an age greater than the normal-age, and under age to one who enters a grade at an age below that.

## THE SCHOOL AND COMMUNITY

AGE-GRADE TABLE OF THE BOYS AND GIRLS  
OF MONROE COUNTY, MISSOURI

Prepared by L. D. Ash, County Superintendent of Schools.

\*Ages computed as of Sept. 1, 1921, by use of Strayer-Englehardt.

Age	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Grade Total	H. S.	Total
Under 6 yrs.	50	1	1								52		52
6 yrs.	79	6	0								85		85
6½ yrs.	62	9	1								72		72
7 yrs.	*44	49	11	11	1						106		106
7½ yrs.	22	41	16	1	1						81		81
8 yrs.	16	27	34	8	0						85		85
8½ yrs.	11	26	27	14	6						84		84
9 yrs.	5	8	33	35	17						98		98
9½ yrs.	4	7	27	29	18	4	1				90		90
10 yrs.	4	4	22	27	42	14	1				114		114
10½ yrs.	0	2	21	25	44	22	2				116		116
11 yrs.	2	0	7	11	31	31	10				92		92
11½ yrs.	1	1	5	9	24	28	10	1			79		79
12 yrs.	1	1	3	7	24	29	36	5			106		106
12½ yrs.	0	2	8	12	19	47	6				94		94
13 yrs.	1	2	2	7	12	45	13	6			82	6	88
13½ yrs.		2	3	9	4	40	23	7			81	7	88
14 yrs.				9	8	21	24	15	1	62	16	78	
14½ yrs.				3	4	24	16	11	0	47	11	58	
15 yrs.				1	5	14	17	16	3	37	19	56	
15½ yrs.				1	4	8	7	10	0	20	10	30	
16 yrs.				2	0	11	6	12	0	19	12	31	
16½ yrs.					0	1	5	3	0	6	3	9	
17 yrs.					0	2	3	3	0	5	3	8	
17½ yrs.					1	1		5	0	2	5	7	
18 yrs.						1			1	0	1	1	2
18½ yrs.									1	0	1	1	1
19 yrs.										1	1	1	1
Total	301	183	214	180	252	186	274	126	90	5	1716	95	1811
Normal-age	185	117	94	91	117	88	128	60	42	3	880	45	925
Over-age	66	50	91	65	92	58	122	54	35	1	598	36	634
Under-age	50	16	29	24	43	40	24	12	13	1	238	14	252
Normal, %	61	64	44	51	46	47	47	47	47	60	51	47	51
Over age, %	22	27	42	36	37	31	45	43	39	20	35	38	35
Under age, %	17	9	14	13	17	22	8	10	14	20	14	15	14

\*The Classroom Teacher by Strayer and Englehardt.

†Numbers inside heavy line represent pupils of normal age, those above under-age and those below over-age.

From a study of this table several points stand out prominently.

1. Slightly more than one-half of the children are in the grade that they should be according to their ages.

2. Of the number not in the proper grade about one-fourth are under-age while three-fourths are over-age.

3. Over-age children are greater in number in each grade than are under-age children.

4. The per cent of over-age children is greatest in the third, seventh and eighth grades.

5. The per cent of under-age is greatest in the first, fifth and sixth grades.

6. The range of ages in each grade is greater than one should expect, averaging about eight years. It is seen that two are in the first grade at the same age that six are in the eighth; that while there are 60 pupils of normal-age in the eighth grade there are 248 pupils of normal eighth grade age or older who are below that grade and in the second to the seventh grades inclusive; that each grade contains children of widely varying ages, the greatest range being in the fifth grade where children are found 7 years old to 16 years old.

Mr. Ash points out that there is a piling up of pupils in the third, fifth and seventh grades, and says that his first thought was that this condition was due to the fact that some teachers might have listed fourth graders as being in the third grade, sixth as being in the fifth, and eighth as being in the seventh due to confusion arising from alternation; but he has carefully checked these reports against term reports in his office for three years back and found the teachers' classification to be correct. He attributes this piling up to failure of the child to pass at the end of the previous year.

The following tables, prepared by Mr. Ash, are interesting and indicate a problem.

Comparison of Per Cent of Over-age boys with Per Cent of Over-age Girls in Rural Schools.

Grade .....	1	2	3	4	5	6	7	8
Boys .....	23	33	39	48	43	39	47	52
Girls .....	20	20	47	23	38	24	42	35
Difference .....	3	13	-8	25	5	15	5	17

Comparison of Per Cent of Normal-age Girls with Per Cent of Normal-age Boys.

Grade .....	1	2	3	4	5	6	7	8
Girls .....	63	66	38	58	48	48	50	53
Boys .....	60	62	49	44	46	47	44	41
Difference .....	3	4	-11	14	-2	1	6	12

Comparison of Per Cent of Under-age Girls with Under-age Boys.

Grade .....	1	2	3	4	5	6	7	8
Girls .....	26	11	14	16	29	28	11	8
Boys .....	24	5	15	8	14	12	13	4
Difference .....	2	6	1	8	15	16	-1	4

Comparison of Per Cent of Over-age Pupils in Paris (Mo.) Public Schools with Per Cent of Over-age Pupils in Monroe County Rural Schools.

Grade .....	1	2	3	4	5	6	7	8
Rural Schools.....	22	27	42	36	37	31	45	45
Paris Schools.....	7	15	36	21	28	5	14	20
	15	12	6	15	9	26	31	23

Superintendent Ash believes, after studying the data of this table along with supplementary material which he has gathered with reference to conditions which might contribute to retardation in school, that a large part of the over-age-ness may be accounted for by the indifference of parents toward the education of their children and towards the problem of education generally; by the changing of a good teacher for a poor one who cannot maintain the normal progress of the pupils; by frequent changing of teacher with consequent loss of time for the child, and by poor school environment or unfavorable home environment.

The remedy, he believes, lies in the enlightening of the parents and the public generally, as to these conditions; the es-

tablishing of a high school within reach of every rural boy and girl; the passage of a law that will empower a board to combine districts, and the guidance of a thoroughly competent and conscientious county superintendent.

## A Great Problem; Can We Solve It?

Delivered by County Superintendent ELIZABETH WHITE, before the M. S. T. A., St. Louis, Nov. 5, 1921

Those who know me and know of the work which the 113 other superintendents besides myself are trying to do know what we think the great problem is. No other school problem can be fully solved until that of the rural school is well on its way.

Superintendent Newlon of Denver says that the welfare of the Nation will be largely determined by the quality of its public schools in the next fifty years. If that be a true prophecy then the fate of our nation is in danger unless we do something and do it quickly for our rural schools.

One of the greatest hindrances to the improvement of the rural school is the matter of tenure. Not until the educational interests of this country stand together fearlessly, protected by the stability of tenure, and unite in their effort to serve the childhood of America, can our profession hope to be recognized and command the attention it deserves. In many counties in the state of Missouri more than 70% of the teachers change every school year. How can we hope to build up a system of schools under such a plan.

Dr. Hillegas says, "We need to think more of our profession and that parents must know the things we are trying to do and that the teacher must get over the feeling of superiority over parents."

We do not as school people think seriously of the school problem of selling the idea of education to the community. The public really wants to buy the educational idea and if we will, as school people, ad-

vertise it intelligently, honestly and attractively, it will command a wide market in American life. If our sale is a failure, then the fault lies with the school people.

"What we need," says THE SCHOOL AND COMMUNITY, "is a code of ethics, and these ethics should be engraved into the heart of every teacher so that she knows what other teachers expect of her and what she has a right to expect of other teachers."

In their effort to solve this rural problem some of the Teachers' Colleges are doing a great work. In Southwest Missouri our college is taking over certain schools in the various counties of that district and making demonstration schools of them, helping the people of the rural communities to realize the value of well trained teachers, better libraries, better equipment and enlisting the co-operation of many people where before they reached only a few.

In some of the other districts they are sending out the instructors and supervisors to study rural conditions so that they may be better able to help the many teachers who come under their instruction.

We may, however, do all these things have better trained teachers, lengthen the tenure of office, be able to sell our educational ideas to the public and get thoroughly imbued with the best of professional ethics, yet we can never solve it with the one room rural school and the present system of taxation and administration.

We must have larger units. We must have a unit large enough to create interest,

to be able to afford something better than a community water bucket, an unjacketed stove in the middle of the room and a neighborhood towel. The time has come for action. We must not stand in the way of progress. The school was made for the children and not for the teacher and the county superintendent, and when we get big enough to eliminate self and stand behind the educational leaders of our state and push rather than stand back and pull we will be able to make the public see that what we won last spring, and later lost, was one of the greatest school bills for the rural schools ever passed by any

state; then we shall have made a long step in the way of improving the rural situation.

Let us as school people voice the sentiment of Henry Van Dyke when he said:

Let me but live my life from year to year  
With forward face and unreluctant soul;  
Not mourning for the things that disappear  
In the dim past, nor holding back in fear  
From what the future veils;

So let the way wind up the hill or down,  
O'er rough or smooth, the journey will be joy;  
My heart will keep the courage of the quest,  
And hope the road's last turn will be the best.

## The Child--The Tomorrow of Society

By BESSIE LOCKE

If the world is to progress, it is absolutely essential that the next generation be governed by higher motives and ideals than those which impel the acts of the masses at the present time. A higher degree of general intelligence must also be attained to prevent future warfare.

Another war, with improved instruments of destruction, would sweep the population from the land.

Why is it that the nations are not willing to disarm and place their implements of war at the disposal of an international tribunal which shall guard the peace of the world?

One cannot but wonder that the world is not sufficiently intelligent and advanced to workout promptly a practical solution of the war problem which is strangling humanity. The vast sums which might thus be saved would go far toward feeding and clothing the suffering hordes in the devastated sections of the globe—and would also do much to advance the education of the citizens of the future now so disgracefully neglected.

Even in our own country with its enormous resources and wealth, children are

not receiving their rights. Many of our schools are antiquated, uncomfortable and unsanitary; many of our teachers are untrained, incompetent, and, worst of all, lacking in refinement and idealism.

But the most deplorable defect in our present educational system is the failure to provide kindergarten training for all children between four and six years of age.

The kindergarten has demonstrated its value as a potent means of increasing general intelligence and reducing the costly evil of retardation in our public schools.

As an agency for cultivating the higher and finer traits its efficacy is unequalled, for its fundamental principle is the Fatherhood of God and the brotherhood of man, and upon this foundation all of its activities are based. At the most impressionable time of life it cultivates kindness, unselfishness, courtesy, industry, and love of country.

For many years our leading educators have been earnest advocates of the kindergarten, but in spite of the efforts of its friends, classes have been established for only 500,000 of our children, leaving

4,000,000 deprived of this educational advantage.

It is gratifying to note that the women of our country are now giving more attention than ever before to the question of providing early training for our children. The General Federation of Women's Clubs and the Congress of Mothers and Parent-Teacher Associations have both passed resolutions urging their local branches to work for kindergartens in their public schools, and last year the National Council of Women added this subject to the list of forward movements which its 10,000,000 women strive to promote. With this host of friends, the neglected little children of our land should soon be receiving the training to which all are clearly entitled.

The women of California were successful in securing the enactment of a law in 1913 which provides for the establishment of kindergartens upon petition of parents. This has put California in the lead among the state of the Union in furnishing kindergartens for its children. Seven other states, Arizona, Nevada, Texas, Maine, Wisconsin, Pennsylvania, and Kansas have passed similar laws and this winter at-

tempts to secure such legislation will be made in Louisiana, Mississippi, New York, New Jersey, Maryland, Georgia and Virginia.

Nearly all of these kindergarten bills are sponsored by women's organizations. In the past the educational policy of our schools have been largely in the hands of the men. Woman's hour has struck! No longer will women stand by and see children at the most impressionable time of life deprived of the educational advantages needed to make them strong, courageous, unselfish, efficient types of manhood and womanhood.

In 1909 the National Kindergarten Association of 8 West 40th Street, New York, was incorporated for the purpose of calling the attention of educators and the general public to the importance of establishing kindergartens for all of the nation's children, and much of the present activity is due to the efforts of this organization. It will, upon request, gladly furnish leaflets, information, and advice on this subject, and co-operate with local efforts to obtain additional kindergartens in any part of the country.

## Superintendent Sam A. Baker Announces His Candidacy For Re-Election to the Office of State Superintendent of Public Schools

In announcing to the public that he had filed his declaration to become a candidate for re-election, Superintendent Sam A. Baker sets forth the achievements of his office under his administration during the three years of his incumbency as follows:

### Some Achievements Accomplished Without Legislation

1. The rural schools have been classified into Superior and Standard schools.
2. Districts maintaining high schools have been required to give the grade children the same length of term as that given to high schools.

3. Salaries of teachers have been increased practically one hundred per cent.

4. Requirements for state certificates have been increased from thirty hours to sixty hours.

5. Regulations regarding Teacher-Training departments in high schools have been rigidly enforced.

6. The number of consolidated schools has been greatly increased, and because of increased consolidation, the number of districts having an average attendance of less than ten has been decreased from 1,012 to 756.

7. High schools have been established

wherever it was possible to do so; the number of first-class high schools has increased from 269 to 396, and the number of high school graduates is increasing every year.

8. A greater number of children are now attending school both in the grades and high school than ever before.

9. There is a greater interest among the patrons and better co-operation between patrons and school authorities than ever before.

10. The number of teachers with some college credit is increasing every year.

#### Some Constructive Legislation

The Fiftieth General Assembly and the Fifty-first General Assembly passed some real constructive school measures:

1. The salaries of County Superintendents were increased fifty per cent.

2. A Compulsory Attendance Law was enacted.

3. The Vocational Division was established in the office of the State Superintendent of Schools and an appropriation to match the Federal appropriation was made for this work.

4. A bill for part-time and continuation schools was passed.

5. Provision for the education of defective children was made.

6. Provision for high school training for

colored children in counties of certain population was made.

7. Provided a negro inspector for colored schools.

8. Passed a law permitting the ninth and tenth grades to be taught in rural school districts under certain provisions and restrictions.

9. The Rehabilitation Act was passed providing for the rehabilitation of persons disabled in industrial pursuits.

10. Passed the Physical Education Law which has been pronounced by experts as the best in the United States.

11. Established County Libraries.

12. Provided that boards of directors may install apparatus and appliances for the purpose of giving hot lunches to children.

13. Amended the State Aid Law for one and two-room rural schools and doubled the special aid granted teacher-training schools so as to permit greater advantages to these districts.

14. Passed a law requiring all teachers to have at least a four-year high school training by 1927.

15. The County Unit Law was passed. (Held up by referendum, to be voted on by the people in November, 1922).

## Sedalia Has a Live, Active Community Association

### Adopts a Code of Ethics

The general disappointment due to the fact that many Community Associations neither commune nor associate is not contributed to by the teachers of Sedalia. In fact they serve as a model of wholesome activity and fellowship. They meet regularly once a month. At each meeting something worth while is done. They encourage professional development as is evidenced by the fact that they are one hundred per cent strong in membership in the Community, District, State and National Associations. The Code of Ethics which they have adopted and which they will live up to is based upon the State Code as adopted by the Assembly of Delegates but is in some respects more definite. It is herewith reprinted in full and should be studied by all. Every Community Association should get inspiration and an impetus to action from their sister association at Sedalia. **Sedalia Code of Ethics Adopted Jan. 7, 1922**

1. A teacher should actively affiliate with

professional organizations of teachers and should become acquainted with the proceedings of the state association.

2. A clear understanding of the law of contracts is incumbent upon a teacher. Since a teacher should scrupulously keep whatever agreement is made, he should refuse to sign a contract seemingly unjust and humiliating in form. (A teacher should ask such questions as):

(1) Does the contract provide sufficient salary?

(2) Does the contract cover the essential items as defined by the superintendent of public instruction?

3. It is unprofessional for a teacher to sign a yearly contract to teach for a wage that is not sufficient to cover living expenses for twelve months.

4. It is unprofessional for a teacher to resign unless the contract provides for release on the giving of proper notice.

5. It is unprofessional for a teacher to underbid knowingly a rival in order to secure a position. It is expected that a teacher will verify a rumor of a vacancy before filing an application. Furthermore, we stand for the resolution adopted by the house of delegates which is as follows: The house of delegates instructs the executive committee to appoint a committee to investigate and formulate plans for establishing a co-operative teachers' employment bureau, the purpose of which shall be to protect the interests of teachers in the matter of dismissal and employment and to encourage the enforcement of the code of ethics.

6. It is unprofessional for a teacher to tutor pupils of his own classes for remuneration except by special permission of school authorities.

7. It is unprofessional for a teacher to absent himself from school or to call in or allow the use of a substitute except for serious illness or for other grave reasons.

8. It is unprofessional for a teacher to measure his duties and responsibilities to the pupils, or to the school, or to the community in terms of financial rewards.

9. It is unprofessional for a teacher to criticize co-laborers or predecessors in the presence of pupils or patrons. Such procedure tends to injure the school and to weaken the confidence in which the work of the teacher is held by the public.

10. Teachers should be ready at all times to assist one another by giving information, counsel and advice, and by such services and acts as teachers can perform without detriment to themselves or their work. Such reasonable service should be regarded as a professional duty for which remuneration beyond actual expenses should not be accepted.

11. We urge the adoption of a single salary schedule for all teachers in elementary and

in high schools, determined upon the basis of education, professional training, and successful experience.

12. We insist that every teacher should be a progressive student of education and should regard teaching as a profession and a career. The "one year" teacher is not to be commended; that is, the "I am going to teach just one year so it does not matter whether I succeed or fail" type.

13. We regard the school as a democracy in which there is co-operation in the management of the schools on the part of the board, superintendent, principal, supervisor, and teacher. The superintendent should be recognized as the professional leader. Each teacher should have the opportunity to assist in solving professional problems. When a plan is decided upon it should be given the loyal support of all.

14. We believe that every teacher should loyally support the state wide movement to secure a new constitution for Missouri, and that every effort should be put forth to secure constitutional provision for the pensioning of teachers who have given years of faithful service to the cause of education.

15. Finally, we hold that every progressive teacher should not only be a member of his community organization, district and state associations, but also of the N. E. A. This fellowship tends to encourage growth and makes for that co-operation an understanding which characterize teaching as a real profession.

#### Committee:

Lura McCluney, Chairman.

Lydia D. Montgomery

Helen Shriver

Katherine Riner

Kate Frazier

C. A. Greene, ex-officio member.

Mattie M. Montgomery, ex-officio member.

## Hotel Rates for Superintendents' Convention, Columbia, Missouri, February 9, 1922

**Daniel Boone Tavern:** European plan. One person in room without bath, \$1.75 to \$2.00 per day. Two persons in room without bath, \$3.00 per day. One person in room with bath,

**Columbia Hotel:** European Plan. Room without bath, \$1.25 per day per person. Room with bath, \$1.75 per person per day.

The above quotations are for room only and do not include meals. Meals may be had at the Daniel Boone Tavern or at any of

the various restaurants or cafeterias in the city.

For reservations address Dr. A. G. Capps, Chairman Committee on Arrangements, Columbia, Missouri, or the hotels direct.

**The Phi Delta Kappa Luncheon** in connection with the Superintendents' Convention will be held at Harris' on Thursday, February 9 at 12 o'clock. \$1.00 per plate. Tickets should be secured at Y. M. C. A.

## A Page for Teachers of English

By Ernest G. Hoffsten

English teachers in their various conferences throughout the country have been lately emphasizing certain phases of instruction, which, if carried out, would revolutionize English teaching. They are not radical, but are, indeed, a departure in some cases from the conservative methods of former days. They aim to secure the "interest" of the pupil and for this reason should be heartily endorsed by all teachers.

To be sure, there is little that is new under the sun, and many teachers will wave aside the newer terms by stating that, "We have done these things for years." However, the name is not so important as the underlying method. Most of us are quite familiar with "Minimum Essentials;" "Social Recitations;" "Project Lessons;" "Directed Study;" and "The Better Speech Movement." Are we so directing the work of our English classes that more than usual emphasis is being placed upon these newer pedagogical devices?

It may be said in passing, that a certain note of pessimism is usually sounded in most English conferences relative to the discouraging results in teaching English. We might as well assume a cheerful attitude, for Utopian results have never been accomplished and never will be. You may teach sentence sense and rules of good English until you are black in the face, and still learn to your dismay that certain everlasting errors of speech are persistently made. Well, what of it! Cheer up! By all means keep your good humor. For a change, concentrate on the human side, rather than on the grammatical. Seek to motivate the lesson in the heart of the pupil, and perhaps the mind will respond eventually.

### Suggested Project Lessons in Better Speech

The basic idea of project lessons is "impression through expression." This can be accomplished only as the pupil's responsive sense is awakened and maintained. The ideal to set up as a class standard may well be: "I respect my mother tongue." Furthermore, to accomplish this, the definite task is two-fold: (1) To secure the correct form of expression; (2) To know the error and to avoid it. With these problems before the class, it may be suggested that class organization be effected, with the usual presiding

officer and several committees, each in charge of one of the projects given below. Each pupil in the class should serve in some capacity as an officer or a committee member. The presiding officer and committee chairman should be permitted to exercise the prerogatives of their respective offices in order to exact work from their fellow students.

These lessons may be used once a week or for a brief period of each day's recitation. They are not, in any sense, to be regarded as special lessons for set occasions. The pedagogical principle underlying these lessons should be adapted to all lessons wherever possible. The students' interest will surely respond when the sense of responsibility of the lesson has been placed in them.

### Project Lesson I

(Errors overheard in daily speech)

Each pupil should be made responsible for collecting at least ten speech errors per week, at home, on the street, or in school. These will be turned in to the committee in charge, which committee will classify the errors, have them placed upon the blackboard, and, under the teacher's or chairman's direction, will conduct the corrections. The committee should exercise the privilege of correcting the pupils' English at all times. Correct grammar must be emphasized in this lesson.

### Project Lesson II

Slang

There is nothing which pupils respond to more willingly than to lessons on slang. The committee on slang should order five phrases per week from each pupil. Naturally, there will be numerous repetitions. The phrases should be tabulated as to their frequency in the pupils' reports, and placed upon the blackboard. Lively discussions are bound to occur. A debate might well be arranged upon the proposition: "Resolved, that slang is a desirable medium of expression."

### Project Lesson III

Better Speech Signs

The committee on this feature will solicit from each pupil a slogan or motto relative to better speech. This committee should be selected for the ability of its members to print well, or the Art Department of the school

may be asked to assist in preparing the placards. A class contest may be arranged for the best slogan, decided by a class vote. The first ten might be hung in the corridors of the school, and the others in the class room. This lesson might be used twice a term. The "Better Speech Week" movement has expanded to fifty-two times its original size.

#### Project Lesson IV

##### Four Minute Speeches

This exercise may be used at intervals throughout the term, both in the class-room and in the school auditorium. In fact the school authorities should look to the English classes for student-speakers for various occasions. Speeches may be delivered upon va-

rious topics concerning the city and the school, in which the pupils have a lively interest. They will gladly respond. Contests for the best speakers may be conducted in the class rooms, the winners serving as the speakers in the auditorium exercises.

These four projects are flexible in their application to school room practice. Local conditions of course determine their degrees of usefulness. The teacher is not eliminated, as it would seem, from these exercises. However, the more the teacher keeps in the background, the more successful the project may prove to be. Transfer the burden to the pupils, for then they may be sure to experience "impression through expression."

### Teachers' Salary Schedule

#### Salary Schedule Adopted by Board of Education of Des Moines Last May Operates Satisfactorily—Minimum Twelve Hundred and Maximum Three Thousand Dollars Per Year.

R. J. Cornell, Prin. Amos Hiatt, Jr. High School, Des Moines, Iowa

The matter of salary schedules for teachers has received so much attention and been the subject of so much discussion that the following statements relative to the salary schedule adopted by the Board of Education of Des Moines upon the recommendation of Superintendent J. W. Studebaker, will be of general interest. The Des Moines salary schedule was adopted May 17, 1921, and all Des Moines teachers now have contracts under the provisions of that schedule. The schedule, as finally approved, is the result of several months of very careful investigation and scientific study, followed by several conferences of principals and members of the Advisory Council which consists of representative teachers, in which conferences the preliminary drafts of the salary schedule were fully and freely discussed and changes made. It is doubtless due to this democratic plan of procedure that the schedule has now been in operation so satisfactorily for several months.

Without doubt the biggest point in favor of the Des Moines salary schedule is equal pay for equal qualifications regardless of grade or type of school in which the teacher may be serving. This means that given the same professional preparation, experience and personal qualities, the teacher in the kindergarten receives the same salary as a teacher in the senior high school.

Under the Des Moines schedule the minimum salary is \$1200.00 and the maximum is \$3000.00. This minimum salary is open to the teacher with two full years of approved professional preparation, following high school graduation, in a standard normal school, college or university and two years of approved, regular full-time teaching experience in a graded school-system maintaining at least a nine-month school year. A teacher having three years of professional preparation and two years of experience receives \$1370.00 the first year. A teacher with four years professional preparation, a Bachelor's degree and two years of experience receives \$1550.00 the first year. A teacher with five years of professional preparation and a Master's degree with two years of experience receives \$1740.00 the first year. The annual increment for the teacher with two years of professional preparation is \$110.00. The annual increment is \$120.00, \$130.00 and \$140.00 respectively in the other three classes. In determining the salary to be paid a teacher, credit for not more than five additional years of teaching experience may be allowed beyond the required two years. This allowance would make it possible for a teacher to enter the Des Moines system at a higher salary than the minimum for the class in which professional preparation would put such a teacher. It has not been possible, because of the

fact that the funds were not available to put teachers who were already in the service or those who entered the Des Moines Schools this year, at the exact point on the salary schedule where they belonged. The best that could be done was to give them fifteen per cent of the difference between the salary which they had been receiving and the salary which their rating on the schedule showed them to be entitled. All teachers now employed in the Des Moines Schools will, it is confidently expected, receive the increment which the salary schedule indicates for next year.

A teacher with two years of preparation and two years of experience (Class I) will receive a maximum of \$1860.00 at the end of nine years. A teacher with three years of professional preparation and two years experience (Class II) may go to \$2210.00 in ten years. This means that she will receive one more annual increment than does the Class I teacher. The teacher with four years of preparation and a Bachelor's degree with two years of experience (Class III) may go to a maximum of \$2590.00 in eleven years. Her annual increments continue a year longer than they do for a Class II teacher. The teacher with five years of preparation, a Master's degree and two years of experience (Class IV) may go to a maximum of \$3000.00 in twelve years. Her annual increments continue for a year longer than do those for a teacher in Class III. The two years of required experience is included in each of the above statements but these statements do not allow for the credit which may be received for experience in addition to the required two years, so it can readily be seen that it is possible to reach the maximum salary for each class in a shorter time than stated above. It is also possible, through leaves of absence, through summer school attendance or through study in classes offered during the school year for a teacher to advance to a higher class and thus secure a higher salary.

As an example of the effect of the salary schedule upon the improvement of the teachers already employed in the Des Moines Schools the following comparison of the numbers of teachers pursuing professional study this year with last year is significant:

	No. of teachers
Summer of 1920.....	112
School of 1920-21 .....	112
Total .....	224
Summer of 1921 .....	152
School year 1921-22 .....	362
Total .....	514

The above figures show that during the year just preceding the adoption of the salary schedule there were 224 teachers who did professional work as contrasted with 514 this year which is an increase of 290 or 129.42% over the preceding year.

The following is a tabulation of the—  
TEACHERS' SALARY SCHEDULE

Years of Experience in Des Moines Schools	Professional Preparation			
	In Addition to Graduation from an Approved Four-Year High School or the Equivalent			
	Class I	Class II	Class III	Class IV
Successful Completion of a two-year course in a normal school or the equivalent	Successful Completion of a three-year course in a normal school or the equivalent	Successful Completion of four years of college work with a standard Bachelor's degree*	Successful Completion of five yrs. of college work with a standard Master's degree*	
Increment \$110 (Schedule 2)	Increment \$120 (Schedule 2)	Increment \$130 (Schedule 3)	Increment \$140 (Schedule 4)	
1st yr. \$1200	\$1370	\$1550	\$1740	
2nd yr. 1310	1490	1680	1880	
3rd yr. 1420	1610	1810	2020	
4th yr. 1530	1730	1940	2160	
5th yr. 1640	1850	2070	2300	
6th yr. 1750	1970	2200	2440	
7th yr. 1860	2090	2330	2580	
8th yr.	2210	2460	2720	
9th yr.		2590	2860	
10th yr.			3000	

In addition to a Salary Schedule for Teachers, Des Moines also has a Teachers' Pension under the terms of which it is possible for a teacher to retire at the age of fifty-five on an annual pension of \$480.00. This pension plan and the salary schedule are steps in the right direction and should prompt other cities not so fortunately situated to follow Des Moines' example. Any one interested may secure a copy of the salary schedule by writing to Superintendent of Schools, J. W. Studebaker, Des Moines, Iowa.



Department of  
Child Hygiene and School  
and Home Sanitation

Conducted by the  
Missouri Tuberculosis Association  
W. McN. Miller, M. D., Editor



#### MISSOURI SCHOOLS AND THE ERADICATION OF TUBERCULOSIS

It appears that the process of eradication of tuberculosis are being reached in some counties in Missouri. The incidence (measure of prevalence) of "the great white plague" in the State has been reduced one-third in the nine years, 1911-1920, and reports of the early months of the year 1921 carry the promise of a reduction to nearly one-half in the last ten years of Missouri's historic century.

This result has been achieved largely through health education in the public and parochial schools of the State. The schools not only have been the agency whereby these results have largely been achieved but the funds with which the campaign for the control of the disease, outside the few larger cities of the State, have been raised almost solely by school children selling Tuberculosis Christmas Seals.

They not only have raised the money by selling the seals but in selling them they have become teachers of health to their parents and patron friends of adult age. They have distributed literature pertaining to tuberculosis widely and effectively throughout the State in the annual Christmas seal-selling campaign. They have done this after having first been taught what tuberculosis is, its prevalence, prevention, care and economic cost of the State.

All this they have done in conformity to the state statutory law requiring that tuberculosis be taught in all schools supported wholly or in part from public funds. The results achieved have been gathered from statistical reports issued by the State Board of Health for the years mentioned.

In support of the statement that tuberculosis is being eradicated, evidence is found that in one county in the State, Worth, having a population of 7,642 in 1920 and having no town with a population of as many as

1,500 inhabitants, it was reported in 1920 that there were no deaths from tuberculosis. From one county there was reported but one death from the disease in 1920; in two counties, two deaths each; in three counties, three deaths; in three counties, four deaths; in one county, five deaths. In 1911 the number of deaths from tuberculosis in these counties, in the order named, was Worth, 2; Reynolds, 8; DeKalb, 8; Gentry, 13; McDonald, 9; Taney, 13; Warren, 8; Hickory, 10; Mercer, 16; Douglas, 6; Clark, 23.

In Worth county, the number of deaths by years was as follows: in 1911, 2; in 1912, 6; in 1913, 4; 1914, 2; in 1915, 6; in 1916, 7; in 1917, 6; in 1918, 3; in 1919, 4.

These figures point to the eradication of tuberculosis in Missouri within a few decades. In only 16 counties has there been an increase in the death-rate from tuberculosis in these last nine years, namely: Atchison, Carter, Cedar, Cooper, Jasper, Lawrence, Macon, Monroe, Perry, Pettis, Pulaski, St. Charles, St. Francois, Texas, Vernon, Washington.

The annual death-rate is falling more rapidly in rural Missouri than in the cities, it is believed, because of the health educational work which has been carried on in the rural schools and in the schools of cities of lesser size in the State. These results have been achieved despite the migration of healthy young adults to the cities from the rural portions of the State, leaving the old and infirm behind. The effect of this migration, on the other hand, has been to lower the tuberculosis death-rate in the cities of the State.

Because of the fact of the more rapid fall of the death-rate from tuberculosis in Missouri than in any other state, it seems reasonable to believe that Missouri will be first to eradicate the disease, which will justify to her the title of the "show you state." We her the title of the "shoy you state." We may believe that within a few years, when the people desire and will so to do, tuber-

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culosis may be brought under control as completely as is smallpox in those communities in which vaccination is widely practiced; and, further, tuberculosis promises to become even so rare and so truly under control as is leprosy.

It is interesting to contemplate at this juncture what, in the future, will be the psychological reaction of local communities and counties to the immigration of tuberculosis. Will the reaction under these circumstances be the same to those afflicted with tubercu-

losis as it is today to those afflicted with leprosy? Let us hope that this may not be so. If we read aright, tuberculosis will pass through the course of control and eradication as have yellow-fever, cholera, the black plague, and as is passing typhoid-fever, diphtheria, malaria, and dysentery in infants. To the medical profession, with its groundwork, and to public health departments and health officers and to health instruction in the schools of the State, fundamentally, is due the credit for these results.

## Progress and Regress in the Teaching of English Spelling

(By W. FRANKLIN JONES, Ph.D., author of "Concrete Investigation of the Material of English Spelling," "High School Writing Vocabularies," etc.)

The last decade has shown more improvement in the handling of the spelling problem than may be found in any century preceding, yet our work with this old problem is far from completed. Improvement in dealing with spelling comes from two directions, namely, material and method. Some years ago we found that our spelling teaching was failing to give adequate results, and we grew more and more industrious throughout a quarter century in our efforts to master English spelling. From the side of material our efforts were directed in part toward spelling reform, but chiefly toward enlarged lists of words offering opportunity for larger efforts. As time went on we found little change in actual spelling results. Educational laboratories came to the rescue, and our first fundamental improvement in spelling teaching came when word lists based on function in experience were experimentally derived and substituted for the endless desk-made lists based on misplaced confidence in the "power of memory."

When we awoke to the fact that our enlarged efforts were failing to give adequate results in our work with spelling, we were plunged into something like an educational panic that brought a shower of teaching devices, hastily improvised and installed to meet the spelling dilemma. The results were inevitable. Many of these teaching procedures have been found far from justified by laboratory experience, and many are in direct violation of the fundamental laws of teaching. We find, for illustration, that the "word family" idea, familiar in the teaching of reading, has been pressed into service in spelling teaching, and a child, say in the fourth grade,

is confronted perhaps with the spelling of a whole family of words, quite regardless of the facts that his spelling burdens are already heavy and that in this word family are found many words that will not function in his life for many years. This is in violation of one of our fundamental laws; namely, the law of placement of subject matter. This law specifies that any given subject matter should be placed at that point in the course of study where it begins to function freely in the life of the student. If in any given year we place a word that will not function for years, we can teach the child to spell it, to be sure, but the ability to spell that word will quickly fall a victim of another law; namely, the law of disuse and disappearance. The law of disuse and disappearance, with its application as wide as all biology, specifies that any organ or any function begins to disappear at the point where it begins to fall into disuse. It is the bitter experience behind this law that has uprooted our traditional confidence in memory, but we shall need further wormwood, it now seems, to regulate our hallucinations that go by the name "anticipation."

The most significant idea today in the entire methodology of spelling is the idea that it is possible to select, out of the half million words of the English language, the little handful of words that really function in experience and weigh them and arrange them by years on the basis of that function. The most significant improvement in the methods of teaching spelling will come with the incorporation in our spelling books of the word lists thus selected and arranged in accordance with the law of placement.



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When we have made the fundamental reforms referred to; namely, the selection and the placement of spelling material, on the basis of function, we shall be in position to handle other reforms that need to be made in the methodology of spelling. We shall briefly consider some of these needed reforms.

#### Some Needed Reforms in the Teaching of Spelling

Some years ago we came to the conclusion that a "child life is not a miniature adult life;" yet this conclusion has never penetrated skin deep in our spelling teaching, otherwise the prevailing practices that pass under the name "dictation," (this should be called adult dictation, to distinguish it from child dictation) would meet prompt reform. We may concede that we have a fair knowledge today of the words children use in their own free written speech, and we may also concede that we have a fair, though less comprehensive, knowledge of the ages when these words come into free use in childhood, but so far we are without comprehensive studies dealing with child uses of words; yet it is a common practice in spelling teaching today to resort to adult dictation to "clarify the meaning of words in the child mind." It takes but little experimentation in the uses of words by children to disclose the fact that adult dictation is a dangerous means of clarifying meaning for children. Now the significant fact is that adult uses of words are likely to confuse rather than clarify meaning in the minds of children.

The prevalent misuse of book dictation (book dictation is one form of adult dictation) may readily be shown by mere illustration. In a recent spelling book may be found the following adult dictation by definition, employed, no doubt, to clarify meaning for sixth grade children.

base, mean; a foundation.

bass, a part in music.

plane, a flat surface.

plain, level ground; clear.

Sometimes the book dictation grows poetically adult. Thus in the same book may be found the following dense rime employed to clarify meaning, no doubt, for fifth grade children:

"How the midnight tempests howl!

With a dreary voice, like the dismal tune

Of wolves that bay at the desert moon."

These samples show how far astray we may

be led by pedagogic overstrain unguided by laboratory evidence or by the application of educational law. A significant fact to be noted is the fact that both teacher dictation and text book dictation savor of the day when spelling lists were made up of non-functioning words, often with adult meanings entirely beyond the limited experience of childhood. Such material forced teachers to dictate, to define; but no model spelling list of today may include words that are not at least in the ear vocabularies of children. We hope to teach the child to spell the words that are found in his own writing vocabulary, and a child's writing vocabulary is not only a meager list in comparison with an adult vocabulary, but it is the most meager of his own four vocabularies; namely, ear, tongue, eye, and writing vocabularies. In teaching the spelling of child words, with familiar meanings, the sensible procedure, and the only safe procedure, is to allow the child to do his own dictation by giving his own sentences, under the teacher's guidance, embodying the words he is to spell. This is child dictation.

We met this same "child a miniature adult" problem in reading, arithmetic, and other subjects, some years ago. Our readers had been filled with adult thoughts, expressed in adult language; but we went back to childhood and found out how childhood thinks and performs, and then with this understanding of childhood we made the most vital improvements ever known in the history of school readers. We made our readers out of childhood experiences. Our spelling books and our spelling methods have lagged behind in progress.

Then there is the endless word mangling that is going on under the names, syllabification, diacritical marking, silent letter marking, and so on.

It requires but little experience with visualizing processes to reveal the fact that we recognize objects by cues, not by the sum of parts. To illustrate, I meet a pair of twin brothers and I am unable to tell one from the other; but with larger experience in visualizing them I find certain marks by which I identify each, and in time I wonder that I ever had trouble in distinguishing them. A scar on the face, a style of walk, a peculiar nose, may be the cue. The significant facts here are (1) that a few marks come to serve as cues by which we recognize the

whole object; (2) that two individuals are very likely to seize upon different cues for given objects, and (3) that a transient, or nonenduring mark is readily seized as a cue to recognition, especially with limited experience or with limited opportunity to visualize. It is quite as easy for a child to seize upon a diacritical mark or spaced syllables, for his cues to a word, as it is for him to take a black dress or a mustache as a cue for recognizing a person, but in either case he will be lost when the transient cue is lost. A teacher may be justified in making a brief analytical study of a word, say on the blackboard, and diacritical marks or other transient helps may be used as aids; but when a word is assigned for a child's final study these transient marks must disappear and leave the word **as the child is to meet it in experience.** If the spelling book, offering words for the child's study, dresses the words in transient garb, it is guilty of placing obstacles in the way of the child's recognition and so to contributing to his spelling burdens. Any spelling lists, given to the child for final study, must at least present the words in their enduring forms.

Another practice quite as dangerous as any of the overstrained procedures known to spelling teaching has come through our tottering though standing conviction that in eight brief years we must teach the child all that he ultimately needs to know. This old obsession, one of the lingering arch demons of education, and just christened under the name "anticipation," has kept the child swamped in spelling material beyond his years, just as it held him years ago in arithmetic, reading and other subjects of study. We have made marked improvements in this respect in many of the subjects, but once more we see spelling lagging behind in progress. Progress in spelling methods demands that we give the child, year by year, spelling lists containing words that experience shows the child is ready to use in his free written speech. This means, moreover, that high school immunity from spelling lessons will not long be successfully defended by prude classicism, and that technical word lists, along with the relieving dictionary, will some day be the elbow companion of mature humanity. "Enlarging and enriching the vocabulary of childhood" is a captivating phrase, but spelling is already burdened to the point of failure, and then, too, we remember that

any field may be so "enlarged and enriched" that it loses productivity. We have already done about every thing in the field of spelling except teach children to spell, and the history of education has no parallel to the quagmire of spelling methods unless it be the quagmire of a quarter century ago that went by the name "correlation." The fact that we finally drained the correlation swamp may give us heart in our struggles to drain the spelling field of its pedagogical surplus.

Then there is what we may recognize as a scientific mania in spelling methodology. We want rules to teach in spelling. Notwithstanding the fact that English spelling is not scientific, that is, does not conform to law, we have been pining for rules so long and living in the realm of hypothetical rules so long that it is hard for us to realize that rules are not valid in our spelling. Now the most regrettable fact of the entire field of English spelling is the fact that our spelling is not scientific, is not amenable to law. When we attempt to do any fundamental thinking in spelling we can hardly escape the feeling of regret that we have not had a scientific spelling from the beginning. If we ever do agree on a thoroughgoing reform of English spelling it is to be hoped that we shall never begin by altering the spelling of specific words here and there, but that we shall begin this serious undertaking by framing a code of laws that may serve as a scientific spelling basis, then we may proceed in comfort to alter the spelling of rebel words to make them conform to law. But we have no such laws in English spelling today; instead, we have bolstered up a pseudo-science that has filled our spelling books with such misleading rules as the following:

"Most nouns form their plurals by adding s or es to the singular."

"Some nouns ending in fo or fe change these endings in v and add es in forming plurals."

"Silent e is usually dropped before a suffix beginning with a vowel."

We even like pseudo-science in rime—

"I before e

Except after c

Or when sounded like a

As in neighbor or weigh."

Laboratory experience with spelling rules has long since shown that when we tabulate a complete list of words that fall under a given rule, our English spelling is such that

we may check up half a dozen of the listed words that conform to our rule, and then perhaps we encounter one or more rebel words, possibly of greater functional weight than the combined functional weights of the half dozen conforming words.

Then, too, it is easy to overestimate the ability of childhood to be scientific. What can a child do with the following popular spelling rule?

"Monosyllable or words accented on the last syllable," ending in a single consonant preceded by a single vowel, double the final consonant on adding a syllable beginning with a vowel." Such a complicated rule in a child's spelling book, couched in such scientific phraseology, is further evidence that we have not yet escaped from the "child a little adult" assumption.

The final chapter on teaching English spelling by rule will be written when published studies appear, giving results of comprehensive spelling investigations made by dividing classes and testing out the comparative values of teaching spelling by rules and without rules. Evidence from this direction so far indicates that spelling rule effort is one of our minor leaks in spelling teaching.

#### Reconstruction

What now is our reconstruction problem in spelling teaching of the immediate future?

Granting in the first place that our various studies in spelling material have given us a fair knowledge of the writing-vocabularies that function in childhood, we must refine our word lists as time goes on by dropping out words that cease to be freely used in writing, and by the addition of new words that come into use representing new interests of the race. Steering wheels, biplanes, garages, and speedometers come into function, and oxen, yokes, surreys, and whip sockets pass out of common thinking. Our

language reflects these changes, and our spelling lists must keep pace with our language demands.

Granting in the second place that we have a fair knowledge of the time when words begin to function freely in the progressive experience of childhood, we must continue to refine our knowledge and to extend it into adult experience, lest we be found out of step with racial progress; and if in the twenty-first century some one from the educational wilderness should cry out that "it is our duty in spelling teaching to put the child in command of the spelling of the English language," he should be frankly advised (1) that incredible though it may seem, that theory actually held sway in the twentieth century until we computed the task and found a half million words in the undertaking and hence were driven to selection; (2) that we chose usefulness (function) or words in written language as the only sensible basis of selection, and (3) that it is extremely burdensome and wasteful to attempt to teach the child to spell all of the words that he will ultimately need to know, hence our spelling assignments must conform to the law of placement, not only throughout the elementary school but throughout school life, and dictionaries and technical lists of spelling material must have their recognized places in our struggle to master English spelling.

Granting in the third place that our educational weighting, testing, and measuring have revealed many bad procedures that must and will be eliminated from spelling methodology, we can make the school world safer for youthful democracy by weighing and testing out in their infancy the multitude of teaching procedures that appear, thus paving the way to refusal of passports to dangerous methods of teaching spelling.

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## *Items of Interest*

**Dr. C. A. Prosser**, director of the Dunwoody Institute of Minneapolis, while visiting Columbia recently expressed his disappointment in Missouri's support of her State Institutions. He said that our schools need to be sold more thoroughly to the business men of the State. He said that it should be pointed out to them that money invested in the schools now will mean large dividends in the future and declared that the future commercial life of Missouri depended on the development of the right kind of leadership and that this could not be developed outside of our State Institutions. Dr. Prosser was the guest while in Columbia of Dr. Louise Stanley, director of the Home Economics Department and of Dean J. H. Coursault of the School of Education.

From the **DeSotonian**, a paper published by the DeSoto high school, we learn that the students presented their janitor with a New Year resolve that they would make his task lighter by keeping waste paper and crayons off the floor and refrain from doing other unnecessary things that would increase his labor. The value of this kind of present is in the fact that "It blesseth him that gives and him that takes."

**Sullivan County** has added another consolidation to Missouri's list. Four or five districts around Winigan, which is supporting a third class high school by subscription, voted for consolidation on the 28th of December. The children took an active part in the campaign and staged a parade on the day of the election. Delegations from the various schools were led by a car appropriately decorated. The children carried banners bearing such inscriptions as: "Vote for the coming generation;" "Shall we keep them on the farm?" "We want to go to High School" and "We'll soon be ready for high school." Miss Rose Harris is the teacher of the Winigan high school.

**Lexington High School** produced a beautiful Christmas number of their high school paper, "The Incubator," in two colors, and containing eight pages of Christmas spirit, school news and pep.

From Holcomb's "The Primus Nuntius," a

monthly publication of the high school, we learn that Holcomb is to have a new high school building. A recent election favored, almost unanimously, the issuance of bonds to the amount of five per cent of the district's valuation for this purpose. The building is to be of brick and thoroughly modern in all of its appointments.

**Mr. A. G. Baker**, Editor of the **Versailles Statesman**, recently visited the high school of that city and devotes more than a column on the front page of The Statesman to a report of his visit, which is very complimentary to the school. The enterprise of Mr. Baker and his personal interest in the most important public business of his community may well be commended to other editors.

**Ozark**, the county seat of Christian county, has just completed a fifty-thousand dollar high school building. It is a two-story brick structure, containing fourteen class rooms and a large auditorium.

A report given out by State Auditor Hackman shows that 1921 surpassed all previous years in the issuance of school bonds by the communities of Missouri. The school bonds registered in 1921 amounted to nearly seven million dollars against only two and one-half million in 1920.

**Dr. J. C. Jones**, since September, 1921, acting president of the University of Missouri, was elected president of that institution on January third by the Board of Curators at a meeting in St. Louis. The appreciation of this action was expressed by the student body, the faculty and the citizens of Columbia in the greeting extended to him on his return to the University. Thousands of these, led by the band, braved the disagreeable weather to meet the train and join in the procession that marched to the president's residence. Here Dr. Jones delivered a brief address of thanks to the cheering throng and received from them pledges of co-operation and loyalty.

A former Missourian, Miss Estaline Wilson, is a popular assistant superintendent of the Toledo (Ohio) public schools. The Toledo Times features the work and career of Miss Wilson on the front page of a recent

Sunday issue. Miss Wilson is a graduate of Warrensburg Teachers College and of Missouri University. She taught several years in Missouri public schools and was for a time connected with the training school at Cape Girardeau.

**The new auditorium at Warrensburg** will be planned by Samuel M. Hitt of Kansas City. It is to be built of Warrensburg stone, in keeping with the other buildings of the campus. It will have a seating capacity of at least 1800, and contain a pipe organ. When completed it will be one of the best assembly halls in any of the state institutions. Every available convenience will be provided. It is expected that work will be started on the structure early in the spring.

**The Elementary School Principals' Association** of Kansas City is a strong and active association. W. T. Longshore, principal of the Greenwood school is president and Miss Rose Wickey, principal of the Whittier School is secretary. This Association has a program planned for the entire year and this year the program calls for a meeting in each school month. The program provides for the discussion of professional subjects in which all are interested and does not overlook those social features that are always enjoyed and which serve to cement the members into a band of co-operative workers. The program for February provides for the discussion of Educational Tests and Intelligence Tests used for supervisory purposes. The leaders in these discussions will be Miss Rose L. Engleman, Miss Mary E. Griffith and Mr. Bert T. Ritter.

**Superintendent Walter Colley** of Jasper county is promoting the organization of a Jasper county Junior Horticultural Society in the schools of his county. The children who join are those who will promise to take an interest in grape culture. Twenty-five vines will be given free to each child who promises this interest. Owners of rented farms are being asked to offer some special encouragement to the children who live on those farms. The Boys' Corn Growing Club has been very successful and beneficial to Jasper county and no doubt this new enterprise will be very helpful to the Grape Growing industry of the county.

**The National Geographic Society** of Washington D. C. offers to continue the service of the Geographic News Bulletins to those

schools that will send twenty-five cents to their School Service Department to cover cost of postage during the year. Previously the U. S. Bureau of Education mailed this Bulletin under government frank, the Geographic Society furnishing it to the Bureau. In order to continue the service the Geographic Society is compelled to ask the schools to pay the postage.

**E. E. Carey, Superintendent of Pilot Grove** is, along with the teachers, pupils and patrons, very proud of the new \$30,000 school building which the school has been occupying since the holidays. Pilot Grove now has a first class high school with an enrollment increased fifty per cent over that of last year.

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**A former Missouri teacher** who remembers the service rendered by the State Teachers Association through its Reading Circle Department writes the secretary as follows:

Maxwelton, W. Va., Jan. 9, 1921.  
Mr. E. M. Carter,  
Columbia, Missouri.

Dear Sir:

We wish to make an order for some books for our school library. Until this year I have taught in Missouri and I know that we can get books cheaper from you than elsewhere. Will you sell books to us?

Hoping to receive a favorable reply at your earliest convenience, I am,

Yours truly,  
Frances Botts.

---

**Mr. M. M. Ramer**, for a time State Superintendent of Schools of South Dakota is now representing Hall & McCreary Company of Chicago, and will, during the period of the text book campaign, present to the text book committees of Missouri, the merits of the publications of his house. Among these are the spelling books prepared by Dr. W. Franklin Jones, the Smedley & Olsen's Primers and the Lederer & Smith's Drawing Course, all of which have been recently added to the Hall & McCreary Company list.

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**Bronaugh, the first district to consolidate** in Vernon county recently voted bonds for a \$20,000 high school building. Thus does the opposition to progress in education die, slowly but surely.

The total land area of Missouri is 68,727 square miles. The total population is 3,404,055 or 49.5 persons to the square mile. The county with the sparest population is Taney which has an average of 12.5 person per sq. mi.

J. Kelley Wright, for the past ten years a popular and widely known lecturer for the Missouri State Board of Agriculture, has resigned that position to accept the position of Field Agent for Christian College at Columbia, Missouri.

L. L. McShane has accepted a position with a Chicago firm. For years Mr. McShane has been the representative of the New International Encyclopedia in this territory and has had his headquarters in Kansas City.

A Conference on The County Unit was held in Columbia during Farmers Week. The leading farm organizations, the women's clubs, the physicians and the labor organizations had representatives at the conference. S. S. Connell of St. Joseph was elected chairman. The representatives present were enthusiastic for the measure and steps were taken

looking toward a thorough campaign to counteract the miss-information that has been rather widely distributed through-out the state.

President Lamkin of Northwest Missouri State Teachers College, addressing a banquet of the Standard Poland-China Record Association at Maryville, called the attention of the farmers present to the fact that while they were taking a decided stand for thorough bred stock they were tolerating degenerate music, scrub reading, scrub news in scrub newspapers. We stand, Mr. Lamkin said, for scrub churches, sometimes, and do not always demand thoroughbred schools.

The New York Bureau of Visual Instruction was organized in 1886, making it the oldest Visual Education Service in the United States. In 1911 all of its negatives, slides, and pictures were destroyed in a fire at the state capitol. Today this department occupies five large rooms in the beautiful State Department of Education building. This bureau has 12,000 negatives and about 150,000 lantern slides; also 15,000 large photographs. These are all of the highest quality photographic-

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ly, artistically, and educationally. They are catalogued as are books in a library. The teacher has a catalog. She orders just what she wants. Then too, she gets just what she wants, when she wants it. Sufficient duplicates provide this last. To show what the people of New York state think of this work it is only necessary to state that the total budget for this department in 1919-20 was \$19,500 for 1921-22 it is \$30,180. During the month of November, 1921, this department loaned 70,060 lantern slides to the schools of the state. This is 40 per cent more than for any previous month of the department's history. Twelve persons devote their entire time to this work. Only when visual aids are available in the form that the slides and pictures of the New York State Department are available will it be possible for teachers to do real teaching with real visual aids.

**Bates County holds the banner** for consolidated schools, according to a statement in a recent issue of the Farmer and Stockman. Bates county has eleven such schools and each of them is maintaining a high school. The territory embraced by these districts is 173 square miles. The article makes many very complimentary references to the pro-

gressive attitude and accomplishments of the county superintendent of Bates county, Mr. A. C. Moreland, and attributes the progress of the county, educationally to his fearless and energetic efforts.

**The Meeting of The Department of Superintendence of the N. E. A.** will be held at Chicago on February 24th to March 2nd. It is expected that a large delegation will be present from Missouri. A rate of one and a half fares will be made for the round trip.

**The Missouri State Teachers Association** has the largest membership of any of the states of the Union except Pennsylvania, according to a table arranged by the N. E. A. In percentage of the teachers belonging, however, she is surpassed by thirteen states.

**Flat River is to have a Junior College,** bonds in the sum of \$120,000 having been voted and sold for that purpose. The architect has been employed and tentative plans submitted. These provide for twenty-one class rooms, a double gymnasium and a large auditorium, besides several other rooms to be used for various purposes. The building will also house the senior high school. The bonds sold at a premium.



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Is there any place where perfume fills  
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Perhaps there may be skies as blue  
As our own Ozark skies;  
Perhaps there may be folks as true,  
And some who are more wise;  
Perhaps there may be others, too,  
Who watch the grey mists rise!

—Wilhelmina Herwig, Farmington, Mo.

**GENERAL OFFICERS**

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President: Wm. P. Evans, Blow School  
 Sec. and Treas.: Jennie Wahlert, Eliot School

**PARENT-TEACHER ASSOCIATION NOTES**

Contributed by Mrs. Wm. Ullman, State  
 President, Springfield, Mo.

The Executive Committee of the State Board of P. T. A. has accepted the invitation of the Chamber of Commerce of Cape Girardeau and of the Council of Parent-Teacher Associations to hold the biennial State Convention in that city from April 18 to 20 inclusive. The first session will be the evening of the 18th and it is hoped there will be a large attendance. Every Circle is expected to send its President at least and as many delegates as possible. The officials in charge of the program have done everything possible to make the entire Convention the most worth while and inspiring we have ever had. In addition to excellent speakers there will be conferences of Circle Presidents, Department Chairmen, and District Presidents so that the aims and purposes of the organization will be clearly defined, and so the delegates can take back to their local circles much inspiration for real child welfare work.

The question of supplying milk to undernourished children in the schools is creating great interest throughout the State in P.-T. A. Circles. St. Joseph has accomplished excellent results and Springfield is finding her experiments most satisfactory. In one school milk is supplied to every child at both morning and afternoon recesses. The result is an improved physical condition of the children as well as an increased average in grades more than justifying any trouble and expense.

A paper on **Training Children to Like Feed Foods**, written by Miss Essie Heyle, has been sent to every circle in membership.

Reports from various Associations express great appreciation of the programs and references arranged by the State Officers.

Our grateful Carthage Circle President writes: "I don't know whom to thank for the



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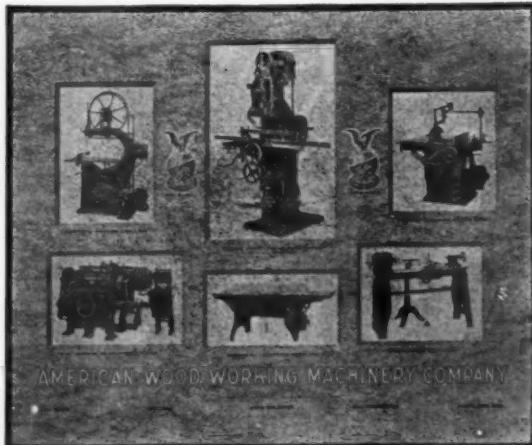
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## THE SCHOOL AND COMMUNITY

great help we are getting from the State, but I must say 'Thank you' to some one, so I am writing to tell you that our members will not miss a program, they are so helpful and valuable."

For February we are celebrating Founders Day, and our State Chairman, Mrs. Davis S. Magee, 3300 Linwood Ave., Kansas City, has sent out program material. It is hoped by the officers that the Pageant celebrating the twenty-fifth anniversary written by Walter Ben Hare, Springfield, and adopted by the National Board of Managers as the official pageant to show the progress made by the organization during the past twenty-five years, will be presented in many towns and districts. It is a full evening entertainment in five scenes. It may be produced without scenery by a large or small number of people and will be a means of adding materially to the club treasury.

For March the programs will be on Thrift, and for April on Humane Education. These programs will be given in the February Missouri Bulletin.

The P. T. A. was represented by three delegates in Columbia, during Farmers Week, to discuss the County Unit Bill. The meeting was called by Mr. E. M. Carter, Secretary of the State Teachers Association.

The Missouri Congress of Mothers and Parent-Teachers Association will exert every effort to bring about the successful passage of this bill.

The Kansas City Council of Parent Teachers Association has raised a scholarship fund to be known as the Mary Harmon Weeks Fund, to be used to assist needy girl graduate of the grade school through high school. This was in honor of Mrs. E. R. Weeks, founder of local and State Associations.

Springfield raised a like fund through the Pageant, and called it the Carrie McBride fund.

St. Louis P. T. A. has long had a scholarship fund and has assisted many young people in getting a higher education.

### BOOK REVIEWS

*Heroes of Progress*, by Eva March Tappan. Of the many contributions Miss Tappan has made to the literature for school children

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President State Normal School, Dillon, Mont.

CLARENCE H. MCCLURE, A. M.  
Head of History Department, Central Missouri  
Teachers College, Warrensburg, Missouri

The authors are well known in Missouri, both of them being natives of the state and having been connected with Missouri educational interests for many years.

Dr. Davis was formerly connected with the State Department as well as the Department of Education in two of the State Teachers Colleges, having been the head of the Department of Education at the Maryville Teachers College. He is also the author of "The Teacher and His Work."

Mr. McClure is connected with the Central Missouri Teachers College as Head of the History Department. He is the author of the popular school "History of Missouri."

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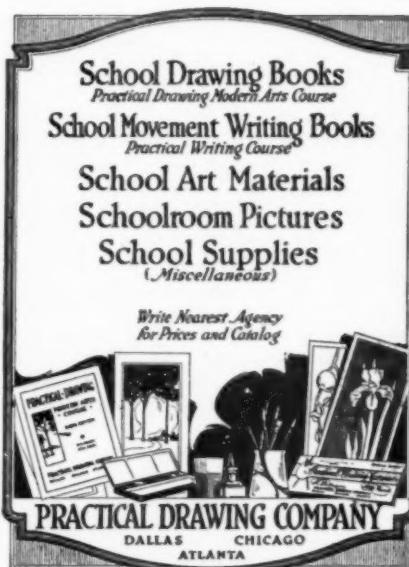
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this will be one of the most valuable. Each of the twenty-nine stories is story of a successful American and the qualities that led to the success of each are vividly portrayed and stand out with such natural prominence as not to need pointing out in the manner of the preacher. Financial rewards are often mentioned but service to humanity is always the dominating note of success. Heroes of Progress will be a valuable addition to the supplementary reading list of the intermediate grades and to the library of the children of junior high school age. 263 pages, price 88 cts. Published by Houghton Mifflin Company, Boston, Mass.

**Publicity Campaigns for Better School Support**, by Carter Alexander, Ph.D., and W. W. Theisen, Ph. D. (of the "School Efficiency Monographs" series).

The purpose of the authors is to aid in the securing of financial support for schools by offering to those interested in this problem a technique that has been used in successful campaigns over the country. Among the larger questions discussed are: "Are publicity campaigns for better school support advisable?" "The Campaign Staff." "Groups to be reached by the campaign," "Examples of



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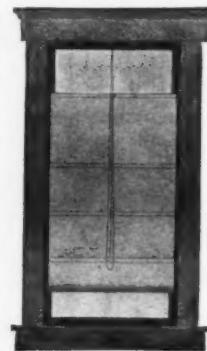
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of reasoning capacity. One is the well known opposites test which measures the pupil's facility in the use of a certain logical relationship. Another is the completion test which is the best measure of general intellectual ability than any other test yet devised. The test consists in a story printed with many words omitted. The pupil must determine what words put into the blanks make the story read grammatically and logically. The third reasoning test is the analogies test, which determines the child's ability to see the relationship that exists between the meanings of two words.

The grade tests are for use in the grades from the third to the eighth inclusive. Group tests that require the use of writing can not be used below the third grade, and can be used with but little success in the third grade. Pyle's tests for grade pupils are of the same nature as the high school tests above described, except that there is a test of rote memory instead of the analogies test, the latter being too difficult for grade children.

There is a teacher's guide to accompany the high school tests and a separate teacher's guide for the grade tests. The tests can be given in an hour, and can be administered and graded by any teacher.

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